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ABSTRACT

In this report of the Task Force on the Community College in British Columbia, recommendations for college development in British Columbia are made. The sections of the report are as follows: Recommendation Highlights; Task Force (Terms of Reference, Membership, Glossary, and the Public Process); 1. Previous Development; 2. Nature and Functions of Community Colleges in British Columbia; 3. Recommendations (Priority; Regions; Finance; Terms; College Governance; Liaison among the Department of Education, Colleges, British Columbia Institute of Technology, Provincial Vocational Schools, and Universities; and Provincial Manpower Policy); 4. Special Areas of Concern (New College Development, College Role in Media-Communications, Continuing Education, Community Educational Development Services, Student Services, Student/College Relations, Special Services, Admissions Policy, Fee Structure, Worker Educational Leave--On-site Study, Professional Development, College Associations, College Hiring Policy, Bargaining Relationships, Transfer of Public Service Employees, and Summary); 5. Summary of Recommendations; and 6. Appendixes (Map and Table of Present and Proposed College Regions and Lists of Schools Districts, Sites of May Hearings, and Lists of Briefs and Letters Received Regarding the Working Paper). (DB)

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towards the learning community

Report of the Task Force on the Community College in British Columbia

AUGUST 1974



THE GOVERNMENT OF
THE PROVINCE OF BRITISH COLUMBIA

RESEARCH AND DEVELOPMENT DIVISION
DEPARTMENT OF EDUCATION

JC 740 369

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August 1974

*The Honourable Eileen Dailly,
Minister of Education,
Parliament Buildings,
Victoria, B.C.*

DEAR MADAM MINISTER:

It is with a sincere sense of accomplishment that I herewith transmit *Towards the Learning Community*, the report of the Task Force on the Community College in British Columbia.

Since November 1973 the members of the Task Force, through its terms of reference, have endeavoured to explore, by the public process, how the life-long learning needs and wishes of the community can be best fulfilled by British Columbia's colleges.

All Task Force members wish me to express our gratitude, Madam Minister, for this opportunity to meet and to listen to thousands of citizens throughout British Columbia. We believe that our many recommendations will lead to a new spirit of co-operation and sense of direction for community colleges in our Province.

We also wish, at this time, to confirm our appreciation of Dr. Ron Faris, Special Adviser on College Affairs and Educational Communications, and his Secretary, Miss Sherry Murdock, for their able assistance during our assignment.

Thank you once again, Madam Minister, for the opportunity of serving the people of British Columbia. We trust that the results of our deliberations will be of benefit.

Respectfully submitted

HAZEL L'ESTRANGE

Chairman

RECOMMENDATION HIGHLIGHTS

- **PRIORITY**—College development for every region of the Province. Offer college services throughout the wider community.
- **NEW ROLES**—Colleges develop regional service capacity in media-communications, community educational development, educational advice and information, and continuing education; colleges assume either total or joint adult education responsibility dependent on school board decision.
- **NEW COLLEGE THRUSTS**—Major commitment to community educational development; continuing education to gain full Provincial financial support.
- **REGIONS**—Establish as many as 15 college areas; priority to unserved rural regions. Initial community involvement in development of new college regions. Develop Lower Mainland college plan.
- **GOVERNANCE**—Board, representative of a region, appointed from the community—student, instructor, and support staff membership.
- **FINANCE**—One hundred per cent Provincial financing of operating costs; nominal student fees but no local contribution. Establish a grant formula for Regional Continuing Education Councils.
- **STUDENT ASSISTANCE**—Tuition-free education up to and including Grade XII at any time of life. Worker educational leave. Provincial student aid for full and part-time students on basis of need. Child-care centre development. Mixed student/community housing policy.
- **COLLEGE/DEPARTMENT OF EDUCATION RELATIONS**—Direct relations with an expanded Department of Education.
- **COLLEGE/UNIVERSITY RELATIONS**—Creation of Department Liaison and Advisory Committees to promote such matters as student transfer, co-ordination of continuing education, and correspondence education.

TASK FORCE

A. TERMS OF REFERENCE

To recommend changes in legislation leading to the creation of a Community College Act.

To examine existing college/Government relationships and to recommend any needed changes.

To prepare a statement on the role of community colleges in British Columbia.

To recommend a form of governance which is representative of a region and which reflects a balanced regional and Provincial concern.

To recommend the steps by which college services can be extended to all areas of the Province.

In addition, the Task Force will examine the problems of college financing and college/university relations.

B. MEMBERSHIP

HAZEL L'ESTRANGE, *Chairman*
Douglas College Council
Burnaby, B.C.

SONIA ANDERSEN,
Vancouver Community College,
Part-time student, community worker,
Prince Rupert, B.C.

KAY BRODIE,
Malaspina College,
President, Society of Vocational Instructors of B.C.,
Nanaimo, B.C.

MARIAN KNOERR,
College of New Caledonia Council,
School Trustee, School District No. 54
(Smithers),
Smithers, B.C.

CORLISS MILLER,
Director of Adult Education,
School District No. 59 (Peace River
South),
Dawson Creek, B.C.

LEO PERRA,
Director of Continuing Education,
Cariboo College,
Williams Lake, B.C.

RON TWEEDIE,
Vancouver Community College Council,
Canadian Labour Congress,
Education Director (B.C.),
Richmond, B.C.

FRANK BEINDER,
Chairman,
Selkirk College Council,
Rossland, B.C.

GARY DICKINSON,
Chairman, Department of Adult Education,
University of British Columbia,
Vancouver, B.C.

FRANCES LONG,
Capilano College,
President, Student Society,
North Vancouver, B.C.

LEN O'NEILL,
Okanagan College,
Director, Community Education Services,
Salmon Arm, B.C.

DEV SHERGILL,
College Faculties Federation of British Columbia,
New Westminster, B.C.

RON JEFFELS,
Department of French Language and Literature,
University of Victoria,
Saanich, B.C.

RON FARIS,
Special Adviser on College Affairs and Educational Communications,
Department of Education,
Victoria, B.C.

C. GLOSSARY

Adult Basic Education Programmes—Programmes designed to develop basic knowledge, skills, and attitudes for self-improvement, employment, or entry into other educational programmes.

Adult and Continuing Education Programmes—Programmes designed to provide learning opportunities to residents of the wider community and to meet the educational needs identified by community educational development.

Career, Vocational, and Technical Programmes—Programmes designed to prepare people for employment or to improve their skills related to their present or future occupations.

College developer—An individual who is employed in the early stages of the development of a new college to assist the people in the college region to identify educational needs, and to recommend potential programmes to the appropriate authorities, for example, regional advisory committee and (or) the Department of Education.

College region—The geographic territory assigned to a community college for which the college is responsible for providing the programmes and services identified under "community college". A college region is comprised of one or more school districts.

Community college—An educational institution serving a specified region of the Province by providing the following types of programmes and services: Career, Vocational, and Technical Programmes; University and Technological Institute Transfer Programmes at the first- and second-year levels; Adult Basic Education Programmes; Adult and Continuing Education Programmes; Media-communications Services; Programme Evaluation Services; Educational Advisory Services; and Community Educational Development Services.

Community Educational Development—Activities designed to assist people within a college region to identify, assess, and meet their learning needs.

Core facility—The principal physical facility operated by a community college in its college region. The core facility will generally house the greatest number of programmes, students, and employees of any of the facilities in a college region and will usually include the central administrative offices of the college.

Educational Advisory Services—Activities designed to inform people of the educational resources and programmes available and to assist them in selecting those most appropriate to their needs.

Evaluation—Assessment of the effectiveness of educational programmes.

Instructor—Anyone who teaches a college programme at any college facility.

Internal college community—The students, instructors, administrators, and support staff of a community college.

Media-communications—The use of print and other technological means such as radio, television, and films for educational purposes.

Satellite facility—The physical facilities operated outside the core facility by a community college in its college region. Satellite facilities will usually offer a more limited range of programmes.

Student—Anyone who is registered for any college offering.

Support staff—All employees of a community college who are not primarily classified as instructors, administrators, or students.

University and Technological Institute Transfer Programmes—Programmes for which credit may be transferred to a university or technological institute.

Wider community—All residents of a college region who are not part of the internal college community.

D. THE PUBLIC PROCESS

In November of 1973 the Minister of Education authorized the creation of a Task Force on the Community College to operate within established terms of reference. The Minister asked the Task Force to interpret these terms broadly and to develop a process which would provide an opportunity for all interested citizens to contribute to its efforts.

The Task Force agreed upon a process which would enable people in the community colleges and their communities to assist in the development of a working paper and later to participate in a series of public hearings based on the working paper. The first opportunity for public participation occurred in a two-week period in January 1974, when members visited all colleges and several noncollege communities. Colleges were requested to establish meetings with all elements of the community college—councillors, administrators, instructors, support staff, and students. The meetings were generally of an informal nature and provided an opportunity for the expression of the chief concerns of each group. The members also visited a number of noncollege communities to gain a greater understanding of the problems of extending educational opportunities. In all, some two thousand individuals in over 75 meetings expressed their ideas to the Task Force.

In early February, Task Force members visited five Canadian provinces—Alberta, Saskatchewan, Manitoba, Ontario, and Quebec—to discuss with Department of Education officials and groups within a number of community colleges the development and operation of their respective college systems.

Later in February the Task Force welcomed the presentations of 18 Provincial interest groups. In addition, the Task Force met with senior officials of the British Columbia Departments of Education and Labour as well as specialists from several universities in British Columbia and elsewhere in Canada. A number of individuals involved in experimental education projects also met with the Task Force.

Many individuals and groups, therefore, had an opportunity to make initial input into the development of the working paper. Ten thousand copies of the working paper were distributed in mid-March with the co-operation of school boards, trade unions, chambers of commerce, credit unions, the British Columbia School Trustees Association, the Home and School Association, and other community-based groups.

Another opportunity for participation in the process of developing new directions for community colleges occurred in May when 100 hearings were held in some 63 locations throughout the Province. Advertisements placed three weeks apart in the Province's newspapers informed citizens of the availability of the working paper and of the hearing locations. Radio announcements also helped to increase local awareness of the hearings. College and school district officials were asked to stimulate interest at the local level.

Some 3,000 people attended the hearings and over 100 briefs and statements from groups expressed the views of thousands more. With this reaction to the working paper, the Task Force was able to add, delete, revise, and clarify the recommendations and text for the report to the Minister.

I. PREVIOUS DEVELOPMENT

The assignment of the Task Force on the Community College was clearly a complex and difficult one. It soon became evident that several important factors related to the operation of the Department of Education in the past 10 years made the work more difficult. In a number of major areas affecting all aspects of edu-

cation policy, there has been a lack of direction at the Provincial level. For example, a lack of commitment to research and evaluation, not only at the Department level but also at the field level, meant that a good deal of basic information in such matters as educational communications was initially unavailable. In addition, the previous absence of communication and co-operation between the Department of Education and other Government agencies such as the Library Development Commission has created a situation where, for example, the library needs of both the public and school systems have not been met.

There has never been adequate capacity in the Department to guide and support college growth in terms of sound planning and harmonious relations. One specific example is the far-reaching decision announced in 1971 to unite vocational schools with colleges, which was made without consultation with the public or with those directly involved in the institutions concerned. The resultant fear and misunderstanding makes the task of developing a comprehensive college system in the Province even more difficult.

It was after a decade of policy drift and in the midst of misunderstanding and tension that the Task Force began its work. The Task Force considers that the public process which it initiated affords an opportunity to develop a new spirit of co-operation and sense of direction.

II. NATURE AND FUNCTIONS OF COMMUNITY COLLEGES IN BRITISH COLUMBIA

Community colleges in British Columbia have grown rapidly over the last decade despite many handicaps and problems. The work of the Task Force was to recommend future directions, not merely to assess the past and present successes and failures of colleges. Members of the Task Force share the conviction that a community college system for British Columbia must be developed to meet the special needs and conditions of the Province. To that end, this section of the report outlines the views of the Task Force regarding the nature of community colleges and the functions that they should perform.

NATURE

Learning is a natural and necessary human activity that should not and cannot be confined to formal educational institutions. It is a life-long process which occurs in the real-life situations of the community as well as in educational facilities. A fundamental purpose of a community college, therefore, is to *provide learning opportunities and encourage learning throughout the wider community as well as within college walls.*

Changing economic conditions and related changes in occupational and social roles, together with an increasing preference for informal learning, have resulted in an increased demand for educational services which respond to new life patterns and learning styles. More people will be moving between employment and study roles, and those who desire to enter or return to the labour force require relevant learning experiences. Community colleges should, therefore, be designed to *meet an increasing demand for recurrent education for part-time as well as full-time students.*

Participation in the educational programmes of a community college is a voluntary activity for those who have left the school system. For such participants, colleges should be viewed as an alternative to the university or technological institute rather than an institutional form that is interposed between the school system and the university. Thus, colleges should no more defer to the universities than

schools should defer to the colleges. *Each type of educational institution should provide different and distinct learning experiences, with none viewed as better or worse, higher or lower, than the other. Each type of institution should be a true alternative.*

Community colleges are comprehensive institutions providing a variety of types of programmes serving Provincial as well as local community needs. At the Provincial level, programmes that are expensive to operate because of a small demand or high instructional costs may be offered at one or at a limited number of colleges. At the local level, programmes may be developed to meet specific community needs. In addition to offering programmes located within college walls, *much more should be done by Provincial and college authorities to offer educational opportunities in the community through the use of mobile facilities, existing buildings, media-resources, and visiting and resident instructors.*

Buildings, campuses, credentials, and all the other paraphernalia of education should serve as a means of promoting learning and not as ends in themselves. Thus, the wider community is the potential campus, student body, resource centre, and laboratory for the community college. *Educational programmes should be developed to meet the needs of community residents, not primarily to perpetuate the use of buildings nor to satisfy the special interests of educators.*

Learning should be a co-operative undertaking between instructor and student, and while the former through experience, study, and research is placed in a position of leadership, his role should be understood as complementary to that of the student. The learning enterprise is, therefore, a shared experience, and the roles of instructor and student merge. To that end, *community colleges should encourage and foster a wide variety of learning styles and instructional methods* so that the traditional and outmoded master-pupil concept of learning may be replaced by a more co-operative, more democratic approach as teachers become learners and learners become teachers.

The principles of openness and democracy which are espoused by educators should be practised in the governance and operation of community colleges as well as in the learning experiences the colleges provide. Those who are affected by decisions made by the college should have an opportunity to participate in the making of those decisions. While these principles may be manifested in different ways in different colleges, *the governance and operation of every college should reflect the concerns of all elements within the college and its wider community.*

Community colleges must be highly responsive to community needs for learning. Therefore, they must have the capacity to assist people in identifying, assessing, and meeting individual and community learning needs through the use of local as well as regional and Provincial resources.

Community colleges should attempt to decentralize educational resources so that learning opportunities may be more equally shared by all residents of British Columbia. Educational opportunities currently are unequally distributed with people in rural and remote coastal areas, people on low incomes, and people who are physically handicapped being at a distinct disadvantage compared with other groups in the Province. A high priority in future college development should be a concern for *meeting the educational needs of those who are geographically, socio-economically, or physically disadvantaged.*

In addition, an important objective of every college should be to *provide such people with the capability to function within and relate to the principal social institutions* such as government, industry, labour, and the law. Thus, the college has a responsibility to aid in the development of effective citizens who can participate fully in society and in their community.

Relatively few educational opportunities at the post-secondary level currently exist in the northern part of the Province. It is probable, therefore, that in some northern areas any new college developed would be the only vehicle for expanding and enriching educational opportunities, and there should be special emphasis on *a more complete range of student services so that residents of those areas can gain access to learning.*

FUNCTIONS

Community colleges in British Columbia have developed relatively independently from each other, so there is no great consistency among them in terms of programmes offered and functions performed within the community. Some of the functions identified here are performed to varying extents by each college, while others will be new to most colleges.

The responsibility of colleges is to assist informal learning in their communities as well as to provide resources for the formal education system. While school boards in many urban centres may need no college resources, other boards, especially in rural areas, may wish to establish a working relationship with the college in their region. In regions where school boards do not call upon college resources, such resources would still be available to serve informal learning within their communities. Therefore, every college will need to develop the capacity to perform all of the following functions to varying degrees.

Career, Vocational, and Technical Programmes should be designed to prepare people for employment or to improve their skills related to their present or future occupations. These programmes should be developed in close co-operation with the Departments of Education and Labour, other departments of the Provincial Government, the labour movement, and potential employers of programme graduates.

University and Technological Institute Transfer Programmes should be offered at the first- and second-year levels.

Adult Basic Education Programmes should be offered so that people can develop the basic knowledge, skills, and attitudes for self-improvement, employment, or entry into other educational programmes.

Adult and Continuing Education Programmes should be offered to meet a host of community learning needs. Some programmes will be an extension of the regular college programmes, while others will be based upon learning needs identified through the community educational development programmes or by community-based groups. Colleges should also co-ordinate and facilitate other adult education activities in their communities and serve as information clearing-houses for adult education programmes conducted by community organizations.

Colleges should engage in *Community Educational Development Services* to assist their communities in identifying, assessing, and meeting their needs. The colleges, by participating actively in the community, would assist individuals and organizations in promoting a greater sense of community and in developing community resources.

Colleges should provide *Media-communications Services* for the educational institutions and community educational groups within their communities. Co-ordination would avoid the unnecessary duplication of print and nonprint media resources and would assist educational institutions, community groups, and individuals to gain reasonable access to required materials.

In co-operation with other community groups, colleges should become involved in *Programme Evaluation Services*. Evaluation activities would determine the effectiveness and efficiency of college programmes, programmes offered by other agencies engaged in adult and continuing education, and programmes offered by

school boards. However, evaluation of noncollege programmes would be undertaken only at the request of the agency offering the programmes, and the role of the college would be chiefly consultative.

The college should provide *Educational Advisory Services* to make known to community residents the range of educational opportunities available, and to assist them in selecting the programmes most appropriate to their needs.

III. RECOMMENDATIONS

A. PRIORITY

From its many meetings held throughout the Province, the Task Force learned at first hand of the widespread need and desire for services provided by comprehensive community colleges, especially in areas of career, vocational and technical programmes, adult basic education, and para-professional training. The Task Force also observed that a large number of people, for domestic and financial reasons, could continue their education only when their studies could be pursued locally. This limited mobility, coupled with a dearth of services, was especially apparent in northern, isolated coastal, and rural British Columbia. If these people are to be able to participate more fully in the economic development of their areas as they desire, educational services must be locally accessible. Comprehensive community colleges are the educational institutions able to meet these needs. The Task Force, therefore, recommends:

That the Department of Education's first priority in post-secondary educational development be the provision of college services in all areas of the Province;

and further,

That the college's highest priority be the provision of learning opportunities throughout the wider community.

B. REGIONS

Experience in the college systems of other provinces using 100 per cent provincial funding and innovative approaches to programme delivery shows that the traditional tax and population base is no longer necessary for establishing college regions. With the widespread support for 100 per cent funding of colleges in British Columbia, the future development of its colleges could be based on the principle of more equitable treatment of all citizens and on criteria which make educational sense. All citizens of the Province are entitled to college services. Therefore, the Task Force recommends:

That every area of the Province be included in a college region.

College regions would provide a basis for representation on college boards. The Task Force recommends:

That each college, throughout its region, perform to varying degrees the following functions:

Career, Vocational, and Technical Programmes.

University and Technological Institute Transfer Programmes.

Adult Basic Education Programmes.

Adult and Continuing Education Programmes.

Community Educational Development Services.

Media-communications Services.

Programme Evaluation Services.

Educational Advisory Services.

A college fulfilling these functions could, in most regions, serve many of the needs of the school system as well as those of post-secondary education within the region. To allocate regions for possible service to the school system and to define responsibility for continuing education in a region, boundaries should be set. Further, in order that a college board be representative of a region, a boundary is necessary. After having assessed a number of existing governmental boundaries, the Task Force recommends:

That community college boundaries be based on school district boundaries.

It must be emphasized, however, that the community college system is a Provincial system which should serve all residents of British Columbia and encourage the free flow of students to any college that offers programmes relevant to their needs. In some programme areas, such as the career-vocational-technical field, colleges play a strong Provincial role in meeting the needs of Province-wide industry by offering specialized programmes for students from anywhere in the Province.

It is the clear intent of the Government, as indicated by the Task Force's terms of reference, that all regions of the Province should receive college services. To this end, a new college is developing in the Upper Fraser Valley. The Task Force recommends:

That there be at least four areas of new college development: North-eastern Region; Northwestern Region; East Kootenay Region; Northern Vancouver Island (see Chapter IV, Section A).

The Task Force is concerned about the development of large colleges in densely populated areas. These institutions face very real problems of administration and communication as they grow even larger. As their college populations grow beyond those even of neighbouring universities, concern has been expressed about the possible loss of student identity and responsiveness to the community in the larger educational institutions. For this reason the Task Force wishes to see the co-ordinated growth of colleges in the Lower Mainland area. It, therefore, recommends:

That a committee be struck forthwith to study the total college system in the Lower Mainland. This committee would assess the desirability of reorganization, and make specific recommendations for the development of smaller and administratively simpler college structures to serve the people of the Lower Mainland. So that there shall be no needless disruption of the continued development of new services, the committee should be required to report by January 1, 1975.

C. FINANCE

All other community college systems in Canada have 100 per cent Provincial financing for both capital and operating costs. Most have an associated nominal fee structure. Presently the Government of British Columbia pays 100 per cent of capital costs and from 60 to 100 per cent of university transfer and vocational-technical programme costs. The balance is borne by local property taxes and student fees. Costs of many continuing education programmes are not recognized by the Provincial Treasury at this time. Secondary-school completion courses, college preparation courses, basic training for skill development courses, and English language courses are presently available, but with varying fee structures. The Task Force recommends:

That 100 per cent funding by the Provincial Treasury of capital costs be continued.

That a nominal and Provincially uniform student fee structure be established (exception, items in recommendation following).

That the balance of operating costs be funded by the Provincial Treasury.

As first steps in making the concept of life-long learning financially practical, the Task Force recommends:

That all education, up to and including Grade XII, be tuition-free to British Columbia residents.

Such a policy would mean that the cost of all college preparation courses and other adult basic education programmes, presently with fees, would become tuition-free.

That the Provincial Government continue to press the Federal Government to increase its contribution to such programmes as English Language Training in order to make them tuition-free.

That all citizens 65 years of age and older and all those who qualify for Mincome may enrol in any college programme tuition-free.

The objective should be that any resident of British Columbia be able to receive free tuition for programmes up to and including Grade XII from any public education institution in British Columbia at any stage of his or her life.

The Task Force recognizes the special needs of Continuing Education and Community Educational Development Programmes and will deal with their financial implications in Chapter IV.

BUDGETING

During college visits and meetings the Task Force received suggestions for improving the present college budgetary process. The Task Force recommends:

That the period of time between initiation of the annual budget to final approval be kept to a minimum, and no longer than six months.

That the approval of budgets, by the Department of Education, be no later than February 15 for the ensuing fiscal year.

That the Finance Division of the Department of Education be staffed to provide a more adequate examination of provisional budgets before returning them to colleges for review.

That the previous year's budget be used only for comparison of courses being maintained, but that new courses or programmes be considered additions to college offerings and so supported by additional budgetary commitments.

That the budgetary process be sufficiently flexible to allow for drastic changes in enrolment patterns.

Officials in several British Columbia colleges cited the need for introducing more effective budgetary systems in the future and recommended forms of programme budgeting in operation in several other college systems. The Task Force was impressed with programme budgetary methods being developed in several prairie provinces and recommends:

That the Department of Education investigate the feasibility of introducing a modified programme budgeting system for the colleges.

D. TERMS

The Task Force believes that there should be some uniformity in the titles of college officers to identify their roles and functions. Because of the comprehen-

sive nature of the colleges, an attempt should be made to avoid the use of titles traditionally attached to the officers of universities. The Task Force recommends:

That the following titles be used:

"College Board" to designate the policy-making body of the college.

"Principal" to designate the Chief Executive Officer.

"Bursar" to designate the Chief Financial Officer.

"Director" to designate senior administrative officers with line responsibilities who report directly to the Principal.

"Instructor" to designate all those employed in teaching roles.

E. COLLEGE GOVERNANCE

In British Columbia, school trustees presently comprise, in most cases, the majority of council members. These trustees, already bearing the heavy responsibility of developing local policy regarding the elementary and secondary school systems, are frequently unable to give their full energies to college council work. In the early stages of college development there were practical, legal, and financial reasons for school trustee membership on councils. These reasons, however, would disappear with 100 per cent Provincial funding. The greatly expanded responsibilities of the college board as envisaged by this report make it imperative that the sole concentration of board members should be upon the development of college programmes and services relevant to the needs of people in their region.

The ultimate responsibility for the operation of a college rests with the college board. In order to fulfil this responsibility the Task Force recommends:

That colleges be granted corporate status;
and further,

That the college board be responsible for determining policies in the following areas:

Provision and maintenance of physical facilities.

Appointment of and negotiation with instructional and other staff.

Organization, administration, and operation of instructional programmes.

Preparation of budgets and administration of finances.

All other matters necessary for the benefit and advancement of the college.

The Task Force recommends:

That where conditions so warrant, the Lieutenant-Governor in Council direct a person whom he appoints to make an inquiry into any matter related to the administration or operation of a college.

The experience in college development in Alberta is instructive. At the initial stages, school trustees participated on college boards; however, as the college system matured, trustees were replaced by appointees of the Lieutenant-Governor in Council. Similarly, colleges in Saskatchewan and Ontario have successfully followed the appointment approach in order to create boards representative of a region.

Appointed college boards appear to have worked well in five other Canadian provinces, and an appointment procedure was recommended in the Task Force working paper. The problems inherent in election or appointment to college governing bodies were discussed at length in the public meetings held in January and May, but no clear consensus developed for any single approach. A variety of electoral processes was discussed, but none appeared to be appropriate for all col-

lege regions. On the other hand, there was some disagreement with an appointment process controlled exclusively by the Lieutenant-Governor in Council. The Task Force concluded that there was a desire on the part of members of the wider community to participate in the selection of college board members, but rejected direct annual elections as being too costly and cumbersome. Thus, to assure participation by the wider community in the selection of some board members, the Task Force advocates the creation of a Board Nominating Committee. In addition, this idea was suggested independently by individuals at several hearings. Its composition and function are described in a subsequent paragraph.

The Task Force is convinced that the creation of a college board representative of a region, with the knowledge necessary to ensure proper development of policy and management of the college, is essential. The composition of a college board should reflect the philosophy of a comprehensive community college. Since this type of college is to serve the total community, the majority of board members should come from the wider community. Equally important, however, is the representation from elements of the internal college community—students, instructors, and support staff. Serious communication and personnel problems have arisen in a number of colleges because of lack of internal college community representation on boards. The Task Force recommends:

That a board of 15 members, two-thirds of whom represent the wider community of that college region and the balance from the internal college community be established. Of the five from the internal college community, the composition be as follows:

Five appointed by the Lieutenant-Governor in Council upon the following elections:

Two students, elected by all students.

Two instructors, elected by all instructors.

One support staff, elected by all support staff.

Five appointed by the Lieutenant-Governor in Council to ensure that the board is representative of socio-economic elements and geographic areas within a region.

Five appointed by the Lieutenant-Governor in Council upon the recommendations of the Board Nominating Committee.

The Board Nominating Committee shall be composed of a District Superintendent of Schools, who shall be the chairman, appointed by the Minister, together with representatives of the wider community selected by each participating school board. In those college regions having less than four school boards the Minister shall designate the number of members to be selected from each district. Where school boards fail to select a member for the Board Nominating Committee, the Minister shall select a community representative. The term of membership on the Board Nominating Committee shall be three years.

The chairman of the Board Nominating Committee shall be responsible for receiving recommendations for nominations from individuals or community-based groups, such as school boards, labour, industry, farm, service organizations, and community resource boards. The Board Nominating Committee shall submit the names of four nominees to the Lieutenant-Governor in Council no later than December 15. In selecting its nominees the committee should ensure that the above-mentioned groups within the college region are represented.

Representatives of the internal college community should be elected for a one-year term, with elections to be held between January 2 and February 1. Any person with instructor or student status in the college within the college year will be considered eligible to vote or stand for election.

Those appointed from the wider community should serve two years, renewable twice for a maximum of six consecutive years. Initial appointments should be varied in term to assure continuity on college boards.

A vacancy shall occur if a board member misses three consecutive meetings without due cause, resigns, or dies. The Task Force recommends:

That appointments be made February 15, effective April 1, to avoid charges on the board during the budget-preparation period.

Any internal vacancies should be filled within one month. Vacancies from the wider community should be filled within two months.

The Task Force recommends:

That a quorum consist of eight members, of whom at least five are from the wider community.

If people from all walks of life are to serve on college boards, they must be adequately compensated for any loss of time; thus, the Task Force recommends:

That an honorarium, per meeting, exclusive of expenses, established by board by-laws, be paid with a maximum annual honorarium not to exceed \$2,000 per member.

Because of the greatly increased responsibilities envisaged for college board members, they should have initial in-service training. The Task Force recommends:

That boards develop a comprehensive programme of orientation and in-service training for board members;

and further,

That each board develop a policy manual;

and further,

That the Department of Education be responsible for the development of a board member's manual, with guidelines for governance.

The Task Force found the manual in use in Ontario a suitable model.

The Task Force recommends:

That every college board establish, as a minimum, standing committees in the following areas: Finance, Personnel, Programme Development, and Student Services.

The Task Force also recommends:

That legislation be introduced in the proposed College Act covering conflict of interest in the areas of collective bargaining and personnel;

and further,

That every college board establish conflict of interest by-laws not covered in the preceding recommendation;

and further,

That all board meetings, except for in-camera sessions, be public and that the date, time, and place of regular meetings be publicized.

While the formal responsibilities of participating school boards for college operations would now end, school boards will hopefully develop an even closer working relationship with the college of their region. The expanded regional councils or committees in the five functional areas mentioned below will include either school trustees or their appointees and representatives from related community groups appointed by the college board. Thus, in five important regional functions, there will be a close working relationship between school, community, and college people. With such co-operation, the residents of a region will be ensured of even

more efficient and effective use of existing educational resources. The Task Force recommends:

That standing committees on Adult and Continuing Education Programmes, Media communications Services, Programme Evaluation Services, Educational Advisory Services, and Community Educational Development Services be established and expanded by including membership from their school board and related community groups to act as regional councils or committees. The senior college official responsible in each programme or service area would act as that regional council's or committee's secretary. The chairman would be chosen by participating members.

Two of the standing committees, those on Adult and Continuing Education Programmes and Community Educational Development Services, will serve as regional councils with funding roles (see Chapter IV, Sections C and D). The other three standing committees, those on Media-communications Services, Programme Evaluation Services, and Educational Advisory Services, will serve as regional committees playing co-ordination roles.

The Media-communications Services Committee would be composed of members from their related school board and community groups. The Programme Evaluation Services Committee would include membership from school boards, local representatives of the Educational Research Institute of British Columbia, and other interested community groups. The Educational Advisory Services Committee would have representatives from school boards, and possibly community groups such as local information centres. The Task Force recommends:

That each college have a Chief Executive Officer, who shall be known as Principal, to advise the board on all matters pertaining to the operation of the college, generally supervise the instructional, administrative, and other staff, and perform other associated duties assigned by the board;

and further,

That the Principal, in an ex officio capacity, or his or her designate, shall attend all public meetings of the college board and advise the board on all matters pertaining to the operation of the college;

and further,

That the Principal, at the discretion of the board, shall attend in-camera meetings.

The Task Force recommends:

That each college have a Bursar who will keep the accounts of the college, serve as secretary to the college board, and perform other associated duties assigned by the board.

Most colleges have trades and vocational programmes. In any college which does, the Task Force recommends:

That, because of the unique position and responsibilities of the Director of Vocational and Trades Training within a college, the appointment of this Director be made in consultation with the Departments of Education and Labour.

Administrative appointments at the Principal and Director level should not be given solely to those with backgrounds in an academic field. Appointments to such positions should reflect the comprehensive nature of the community college.

Colleges within British Columbia differ greatly in their present structures, programmes, and personnel. Therefore, the Task Force is not prepared to recommend a standard form of internal governance. However, in keeping with the principle that those who are affected by the decisions made by the college should have an opportunity to participate in the making of those decisions, the Task Force recommends:

That the college board be responsible for establishing a democratic system of involvement ensuring effective participation in the decision-making process by all elements of the internal college community.

While the college board is the authority in all matters affecting the college, this internal system shall have the right to make recommendations to the college board, including such matters as:

- organization and development of instruction;
- continuing review of the college curriculum;
- instructional and administrative staff appointments;
- college facilities;
- student services;
- allocation of budget.

Boards should ensure that all their practices are in accordance with the provisions of any Provincial human rights legislation

F. LIAISON AMONG THE DEPARTMENT OF EDUCATION, COLLEGES, BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, PROVINCIAL VOCATIONAL SCHOOLS, AND UNIVERSITIES.

In developing a Provincial college system which meets Provincial as well as local community needs, a Department of Education with the competence and capacity to respond to college needs is necessary. The Department's role is essentially one of establishing policy for the pattern of total educational development and providing appropriate support to enable it to occur.

To allocate resources to colleges, the creation of an interbody between the colleges and the Department of Education has been considered. There appears to be little support in most college areas for this concept. Rather, the majority have sought a direct relationship between the colleges and the Department of Education. The Task Force concurs with this point of view and it recommends:

That the first priority of the Department of Education be to strengthen its capacity so that it may respond more effectively to Provincial, regional, and local educational needs.

The creation of an interbody at this time, with the Department of Education unable to respond to the demands of such a body, would simply cause a period of delay and frustration which the Task Force considers unacceptable. However, the Task Force still sees a need for a Provincial Advisory Committee reporting directly to the Minister of Education. The function of this committee would be to advise the Minister about the future development and needs of the Provincial college system. The Task Force recommends:

That the Minister establish an Advisory Committee on Colleges composed of the chairmen of the college boards or designated college board members.

The Advisory Committee could meet with the Department of Education twice yearly to assist it in the development of Provincial policies for colleges. This committee could also receive submissions from colleges and individuals or groups

interested in the colleges. In addition, the Task Force still sees the need for a formal structure permitting liaison among agencies in the post-secondary system. The Task Force, therefore, recommends:

That the Department of Education establish a Liaison Committee, responsible to the Minister of Education, to facilitate communications among the Department, Colleges, British Columbia Institute of Technology, Provincial vocational schools, and the universities. The committee should be composed as follows, with members named for two-year terms:

- Nominees of the Department of Education.*
- One nominee from each college named by the college board.*
- One nominee from British Columbia Institute of Technology named by the Board of Governors of the institute.*
- One nominee from each university named by the senate.*
- One nominee from each Provincial vocational school.*

The committee would undertake tasks assigned by the Minister in areas where interests common to the Department, the colleges, British Columbia Institute of Technology, Provincial vocational schools, and the universities are concerned, including arrangements for transfer credit and the resolution of conflicts arising over transferability. The chairman, appointed by the Minister, would in appropriate circumstances, effect liaison with the new Universities Council.

The existence of such a committee does not, of course, preclude formal or informal liaison between college and university personnel. Such liaison is to be encouraged and assisted for the benefit of the whole system of post-school education.

Colleges in most areas have now developed a capacity to offer both credit and noncredit programmes at the first- and second-year level equivalent to those of the universities. What colleges cannot and must not do is offer third- and fourth-year credit programmes and graduate studies. The universities should be encouraged to provide off-campus credit programmes beyond the first two years. The Task Force recommends:

That the colleges play a facilitating role by providing facilities and publicity for those university programmes which the colleges have no responsibility to offer.

In many cases, these arrangements will be made between a college and a university; in other cases, the Liaison Committee would promote co-ordination and co-operation. The Task Force further recommends:

That colleges serve as regional resource and tutorial centres for those engaged in correspondence courses and other independent study programmes offered by other public post-secondary institutions in British Columbia.

G. PROVINCIAL MANPOWER POLICY

The Task Force supports the decision of the Departments of Education and Labour to co-operate in the development of a Provincial manpower policy. It agrees with the statement in the brief of the British Columbia Construction Association which states it would, "visualize a structure involving close integration of the research activities of the Department of Labour; a supervisory role of the Department of Education; an advisory role of the industry; and the instructional expertise of the college faculty." The mechanism by which local and regional needs are identified and by which both departments operate is critical. The request by the two departments in December 1973 for college participation in developing this

mechanism should result in positive and co-operative working relationships in this vital area. The Task Force shares the concern expressed by those engaged in business, industry, and labour regarding the need for more trained manpower and, therefore, recommends:

That the development of Career, Vocational, and Technical Programmes be accelerated to provide greater opportunity for training to meet the diverse needs of British Columbia.

The Task Force further recommends:

That the Department of Education increase its capacity as soon as possible to give guidance, direction, and support to the colleges in their vocational and trades and industrial training.

At present most vocational programmes are Provincially organized. So that all agencies involved in this system may continue to be represented, Provincial co-ordination through the Departments of Education and Labour, and more specifically through the personnel mentioned above, is essential. These individuals should be able to visit Provincial schools and colleges at least twice yearly to discuss vocational programmes with students, instructors, and administrators. Their functions should be to co-ordinate courses, to disseminate pertinent information, and to provide direct liaison with the Departments of Education and Labour.

IV. SPECIAL AREAS OF CONCERN

A. NEW COLLEGE DEVELOPMENT

Through its visits and through briefs and representations made to it, the Task Force concluded that four areas of the Province have only minimal access to college services—the Northeastern, Northwestern, East Kootenay, and Northern Vancouver Island Regions. In reaching this conclusion, the Task Force considered both geographical and sociological factors. Among the geographical factors considered were general population and student population, natural lines of communication and transportation, and the degree of isolation of the total region within the Province and of communities within that region. Among the sociological factors considered were regional identity and community interrelationships, the nature and scope of existing facilities, and the need to maintain administratively manageable units of direct service to the community in keeping with the philosophy of community colleges.

A report commissioned by the British Columbia and Alberta Governments to assess the possibility of interprovincial educational co-operation in northeastern British Columbia was reviewed by the Task Force and discussed with people in the region. While such co-operation is to be encouraged, the Task Force concluded that a college located in British Columbia could better serve the needs of the northeastern area through the use of varied delivery systems. Moreover, under the Federated Colleges of the Peace proposal, it is improbable that all areas of northeastern British Columbia would be served adequately. While the concept of the Federated Colleges has not gained widespread acceptance among residents of northeastern British Columbia, the recommendations of the working paper for a college have received favourable acceptance. The Task Force, therefore, recommends:

That a new college be developed in the Northeastern Region of British Columbia to serve such centres as Chetwynd, Dawson Creek, Fort Nelson, and Fort St. John.

Such a college could use the British Columbia Vocational School, Dawson Creek, as a core facility, with educational services in other centres. Although it is recognized that Dawson Creek may not be the best possible location geographically for core facilities, existing facilities should be fully utilized.

Members of the Task Force found strong support for the development of a college to serve the needs of the northwestern area. The Task Force, therefore, recommends:

That a new college be developed in the Northwestern Region of British Columbia to serve such centres as Kitimat, Prince Rupert, Smithers, Stewart, Terrace, and the Queen Charlotte Islands.

The northwestern college could use the British Columbia Vocational School, Terrace, as a core facility with educational services in other major centres. Special problems will be encountered in providing college services to the Queen Charlotte Islands, Stewart, and the far North. It is suggested that community education workers be located in these areas. Prince Rupert could have satellite facilities offering a variety of programmes relevant to industries of the area.

The Task Force studied the Report of the Royal Commission on Post-secondary Education in the Kootenay Region. The Commission recommended the establishment of a four-year institute. The Task Force concluded that this would be a dangerous and costly precedent for college development in British Columbia. The Task Force was made aware of strong support for a college located in the East Kootenay and governed by people of that region. The Task Force recommends, in line with community college philosophy and development:

That a new college be developed in the East Kootenay to serve such centres as Cranbrook, Creston, Fernie, Golden, Invermere, and Kimberley.

The Task Force further recommends:

That Selkirk College be maintained as a comprehensive community college.

These two recommendations would ensure a more efficient and community-oriented educational enterprise than an economically marginal and academically oriented Kootenay Institute of Post-secondary Studies as envisaged by the Royal Commission.

The Provincial Government has recently announced its intention to purchase the assets of Notre Dame University of Nelson. Several of the existing facilities would provide an excellent basis for development of an enlarged Kootenay School of Art. Such a school could be operated on a year-round residential basis. The Task Force, therefore, recommends:

That a Kootenay School of Fine and Performing Arts be developed, using facilities to be purchased from Notre Dame of Nelson.

In addition, the Vancouver School of Art is requesting separation from Vancouver Community College. The Task Force envisages the possibility of both the Kootenay School of Art and the Vancouver School of Art becoming Provincial resources.

The need for a separate college to serve the Northern Vancouver Island area has been emphasized by separate as well as a joint submission by Courtenay, Campbell River, Powell River, Vancouver Island North, and Vancouver Island West School Boards. There appears to be widespread support for a separate college to serve this area. With a 1971 census population of 73,822, this is the largest of the

four regions of new college development. The largest concentration of population in Courtenay-Campbell River lies almost at the geographic centre of the region, which would be the logical site for a core facility. The Task Force recommends:

That a new college be developed in the Northern Vancouver Island Region to serve such centres as Alert Bay, Campbell River, Courtenay-Comox, Gold River, Port Alice, Port Hardy, Port McNeill, and Powell River.

Because a number of the recommendations in this report are of a major nature involving significant legislative, legal, and fiscal changes, it would be unrealistic to expect any new college recommended above to come into operation before the fall of 1975. In the interim, some services could be obtained from adjacent colleges and local school boards. It should be clearly understood, however, that those provisions are temporary pending the creation of a new college.

The development of new colleges should be based upon the philosophy expressed in this report, which would require an innovative approach. To facilitate the development of new colleges, the Task Force recommends:

That the Department of Education immediately hire college developers to assist in the development of new community colleges.

The college developer for a region would be an employee of the Department of Education, but would be selected in consultation with the residents of the region to assure the maximum compatibility between the developer and the people of the region to be served. The Task Force further recommends:

That a regional Advisory Committee representing a wide range of geographic, socio-economic, and special interest groups be established in each new college region to advise the college developer.

That local committees be established in the major centres of new college regions to advise the college developer and the regional Advisory Committee.

That college developers, in consultation with local and regional Advisory Committees, make recommendations by the spring of 1975 about such matters as programme priorities, college staffing, and representation on college boards.

The preparatory work undertaken by college developers in conjunction with local and regional committees would provide a background of data regarding learning needs in each region, identify the resources for learning currently available in each region, and generally establish an awareness of the programmes and services that a community college would provide. Before the developmental process is undertaken, there should be a clear commitment to the people of a region that a college would, in fact, commence operation by the fall of 1975 so that their efforts can be perceived as meaningful and influential and that college programmes and services would be shaped to meet local and regional as well as Provincial educational needs.

COLLEGE FACILITIES DEVELOPMENT

The Task Force is concerned about the present emphasis being placed on core facility development. Although the Task Force recognizes the need for core facilities, steps must be taken to provide services to a wider community using other delivery systems. It is unlikely that the demand for core facilities at a central campus will ever be satisfied completely. The Task Force recommends:

That the college development process provide for the establishment of satellite facilities simultaneously with the growth of core facilities to ensure more equal distribution of educational opportunities;
and further,

That the Department of Education establish policy on optimum college size related to the functions and philosophy of British Columbia's colleges.

Although the development of new college facilities accounts for most of the present capital allocations, care must be taken to ensure that existing facilities and equipment are maintained at a level relevant to the training needs of industry and society. The Task Force recommends:

That the budgetary process provide necessary capital funds for the extension or improvement of existing facilities and the replacement or upgrading of obsolete equipment.

B. COLLEGE ROLE IN MEDIA-COMMUNICATIONS

The Task Force foresees an important role for colleges within a Provincial system of media-communications. There are a number of ways in which colleges may assist many school boards and community educational organizations in the production and distribution of materials, and by the encouragement and support of the fullest possible use of the media-communications that are available throughout college regions and in the Province as a whole. The recommendations presented below represent ways in which colleges may contribute to the efficient development and use of communications media for educational purposes, including both print and nonprint media as well as such devices as telecommunications and computers. The Task Force recommends:

That the Department of Education, in co-operation with the Provincial Department of Communications and the Library Development Commission, evolve an educational media-communications policy.

The colleges should adopt a multimedia approach to learning, using a combination of media appropriate to the educational purposes to be served. The Task Force recommends:

That the Provincial Educational Media Centre be responsible for producing, acquiring, and distributing high-cost media materials for schools, institutes, and colleges, and act as the Provincial duplication centre.

In order to ensure maximum use of resource materials in education, the Task Force recommends:

That the Department of Education establish a co-ordinating committee representative of all public educational institutions to set priorities and initiate production and use of learning resource materials;

and further,

That the colleges be given the capacity to produce lower-cost programme materials as well as programmes contracted for by surrounding school boards.

The Task Force recommends:

That programme production priorities in areas unique to the Province related to forestry, fishery, and other special industries be established.
and further,

That suitable materials which can be produced more economically elsewhere be obtained elsewhere.

It also recommends:

That colleges make greater use of free broadcasting facilities guaranteed by the Canadian Broadcasting Act on radio, television, and cable-vision systems in their regions.

Colleges will play an especially important distribution role in the media-communications system. The Task Force recommends:

That colleges be the educational media distribution centres by which surrounding school districts and community education organizations may be served more efficiently and effectively.

The role of the colleges in educational media-communication services would be complementary to existing school district resource centres and would not supplant such services.

A number of colleges and surrounding school districts are already co-operating in such matters as joint library cataloguing, regional film distribution, and shared use of computer facilities. The Task Force recommends:

That the Department of Education provide funding for pilot projects to develop regional college and school board educational-communication systems.

The distribution of educational materials in a province such as British Columbia presents special problems. Coastal and northern areas are often more effectively served by air from Vancouver than from centres in their region. In many other parts of the Province, colleges, with core facilities in regional centres, are ideally suited to serve as depots for any possible Provincial delivery system. Some urban-oriented school districts need no college media-communications resources; however, in such districts colleges would play a role in providing community educational organizations with resources. The Task Force, therefore, recommends:

That a Government-funded courier service be developed for distribution of educational materials such as film, video tapes, and books;

and further,

That the use of community colleges as regional distribution centres for such a system be studied;

and further,

That a policy of citizen access whereby community educational groups would receive free and reasonable access to educational resources be developed.

The public library system of the Province, which is presently undergoing major expansion, has played a long-standing role in informal education. The Task Force, therefore, recommends:

That the Department of Education co-operate fully with the Library Development Commission to study the possibility of articulating college resource services with public libraries;

and further,

That the Department and the Commission study the possibility of using public libraries for continuing education.

Obtaining information related to programme offerings, counselling, and other data of educational use is increasingly important. Colleges, using a variety of

telecommunications, could serve as regional educational information centres. In costly and specialized fields such as computer use, the community colleges should become the educational communication centres of their regions. The Task Force recommends:

That the Department of Education, in co-operation with the Department of Communications, develop a Provincial telecommunications and computer policy to maximize use of costly equipment.

In the interim, colleges which can justify computer capacity should consider obtaining it on a lease basis to ensure a flexible response to any Provincial policy which will develop.

C. CONTINUING EDUCATION

The Task Force is concerned about the present provision for continuing education services in British Columbia. The permissive nature of the *Public Schools Act* does not ensure the availability of continuing education in all areas of the Province. For too long people who live in rural or sparsely populated parts of the Province, or those who wish to participate in local or community programmes, have been inadequately served. In other areas, the Task Force noted the many offerings of public and private organizations often working independently in the field of continuing education. In order to co-ordinate and integrate continuing education, the Task Force recommends:

That a Provincial Continuing Education Advisory Committee be established to advise the Department of Education on the needs for continuing education.

This committee, appointed by the Minister, should be composed of representatives drawn from the formal and informal continuing education fields. A senior administrator from the Department of Education responsible for continuing education should become the secretary of the Advisory Committee.

The Task Force endorses the view of the British Columbia Association of Continuing Education Administrators when it states that "there is significant evidence to suggest that there should be a second provincial continuing education committee which is inter-departmental in nature in order to co-ordinate the efforts of those departments which have special concerns with continuing education programmes (e.g.—Education, Health, Human Resources, Labour, etc.)". Hence the Task Force recommends:

That a Provincial Interdepartmental Continuing Education Committee be established and that a senior administrator of the Department of Education responsible for continuing education be the chairman of this committee.

The Task Force recommends:

That community colleges become the public agency responsible for the funding, provision, and (or) co-ordination of adult and continuing education in each college region.

The Task Force recognizes the essential roles historically played by school districts in adult education. The Task Force envisages a variety of delivery systems for continuing education throughout the Province—school districts wishing to manage their own Adult Education Programmes could do so; while community colleges would be responsible for the provision of local services in all other areas. In addition, a variety of co-operative and complementary arrangements between colleges and school districts could exist, including contractual arrangements for use of facilities. The Task Force recommends:

That facilities which are owned by separate tax-supported agencies be shared on a free basis except for direct costs incurred from their increased utilization.

All school districts and colleges would receive their funding through the Regional Continuing Education Council. It is assumed that Provincial institutions such as the British Columbia Institute of Technology and the universities, with their own source of funds, would co-operate with local and regional agencies. The Task Force recommends:

That each college board establish an expanded standing committee to serve as the Regional Continuing Education Council.

Its membership should include at least one college board member and an appointee of each school district. Representatives from local organizations or agencies offering continuing education services and other residents of the area may be appointed by the college board. The college continuing education director should become the secretary of this council, with the chairman elected annually from within the group.

In the past, continuing education has never been adequately financed. Because of the geographic nature and population distribution patterns within British Columbia, the Task Force hesitates to recommend a Provincially uniform policy for the financing of continuing education. However, in order to ensure that the essence of this report is implemented and that appropriate and adequate funding is provided, the Task Force recommends:

That the Department of Education provide grants on a per capita basis and that the per capita unit vary according to the realistic needs of college regions and thus reflect geographic, population, and socio-economic conditions.

The per capita grant should be adequate to provide for 100 per cent of the indirect costs, i.e., all noninstructional costs, plus instructional grants on an equal basis to the agencies providing these programmes. The Regional Continuing Education Council could then establish class-size instructional grants based on realistic assessment of the population and the nature of the area served. Special incentives should be provided for course offerings which are related to community or social problems or issues. This means that smaller classes could take place in sparsely populated regions. The Regional Continuing Education Council, with its broadly based representation, could then establish its own programme priorities.

D. COMMUNITY EDUCATIONAL DEVELOPMENT SERVICES

One of the prime functions of education is to assist individuals and groups to identify, assess, and meet their learning needs. To accomplish such ends, an innovative approach is required. The college should provide community education workers (social animators) to work with such individuals and groups. There is a need to provide special status for these workers in the initial stages so that they may carry out imaginative plans and activities. The Task Force, therefore, recommends:

That a Community Educational Development Service capacity be established with staff directly responsible to an expanded standing committee of the college board to act as a regional Community Educational Development Council.

Its membership should include at least one college board member and an appointee of each school district, many of which may be operating community

schools. Representatives from Community Resource Boards, related community groups, and other interested residents of the area may be appointed by the college board.

Because of the special and flexible nature of community educational development, colleges must have access to funds which will enable them to be very responsive. The Task Force recommends:

That the Department of Education establish a project fund and allow Community Educational Development Councils to apply directly to the Department for special community educational development grants on a project proposal basis.

If projects undertaken by Community Educational Development Service prove successful in meeting community needs, such projects should be considered a budget item. In this way, some projects which in the past have proven to meet a community educational need, but which have been funded only for a short-term, would no longer of necessity be discontinued. Therefore, the Task Force recommends:

That the Department of Education provide funds which will allow Community Educational Development Councils to maintain continuous Community Educational Development Services as part of their regular budgets.

E. STUDENT SERVICES

A large number of people are unable to take advantage of educational opportunities because of their disadvantaged social and economic circumstances. The Task Force recognizes that many citizens encounter problems related to housing, nutrition, child care, counselling, medical care, and transportation. It also recognizes that services to students must be placed in a wider social context and with priorities whereby those in greatest need are assisted. Within this context, the Task Force views the provision of a broad range of services as essential to the educational process. The Task Force recommends:

That the Department of Education develop policies dealing with essential and desirable student services. In evolving such policies, the Department should consider financial aid, housing, child care, food services, study skills programmes, health services, athletics, recreation, transportation, and Educational Advisory Services.

The Task Force considers that student services in virtually every college need strengthening in funding, staffing, and facilities and, therefore, recommends:

That colleges ensure an integrated approach to student services, and make provision for increased funding, staffing, and facilities for these services.

The Task Force supports the recently announced policy of the Department of Education to provide student aid, which minimizes the need for substantial student loans and emphasizes the use of student grants to those who are in greatest need. It also supports the new policy of giving aid to part-time students. The objective of these programmes must be to provide opportunities for all who can benefit regardless of their economic background. The Task Force recommends:

That a comprehensive financial aid programme of loans and grants be periodically reviewed and continually expanded so that no student is denied education through lack of funds.

Financial limitations are not the only barriers which prevent many people from taking advantage of educational opportunities. One of the most severe problems facing many students, and, indeed, the population in general, is the critical shortage of accommodation. The Task Force, therefore, recommends:

That the Department of Education, in co-operation with the appropriate Government departments and agencies, provide adequate student accommodation to meet the needs of married and single students, and students with children, taking long-term and short-term programmes;

and further,

That, generally, student accommodation not be separated from that of people in other social roles and that a general policy of mixed student-community accommodation be followed.

As an immediate measure in alleviating the accommodation shortage for students, the use of motels, apartments, trailer units, and other rental accommodation for short-term purposes is an alternative which should be considered.

Where it is not possible to provide accommodation in close proximity to the college, the Task Force recommends:

That college boards ensure that adequate transportation services exist for students who live within a community where there are college facilities;

and further,

That the Department of Education and the college boards actively support students in their attempts to receive reduced rates and more adequate services from the public transportation agencies where such agencies are available.

Students who wish to take programmes offered only at specific campuses must move from their home towns and find room and board near the college facilities. The Task Force recommends:

That the Department of Education establish policies whereby travel and living allowances are available to full-time students living beyond commuting distance of college facilities.

The Task Force members are cognizant of the fact that full and part-time students with young children need the services of both day-care and drop-in centres in order to further their own learning. Therefore, the Task Force recommends:

That each college provide child-care facilities to meet the needs of part-time and full-time students at core and satellite facilities.

It was noted that some colleges do not have the facilities to provide proper food services. In some cases, food service and nutritional quality of food provided is the subject of criticism. The Task Force recommends:

That college boards be responsible for the quality of food and adequacy of service.

F. STUDENT/COLLEGE RELATIONS

The Task Force recognizes that student rights are inseparable from human rights; however, because of the special relationships between college students and the institution, the Task Force recommends:

That the College Act include the provision that college boards establish by-laws pertaining to student relationships with the college in such areas as

*assembly and association,
use of available college facilities,
appeal procedures,
establishment and control of expenditure of their activity fees.*

The independent development of British Columbia colleges has resulted in disparate grading systems. In the interest of co-operation among colleges and in order to facilitate transferability, the Task Force recommends:

That colleges co-operate to standardize their grading systems.

The Task Force shares the concerns of students regarding the confidentiality of information in student files and records. It believes such information to be a private matter between the student and the college. The Task Force recommends:

That information in student files be considered private information to be made available to those outside the college only with the consent of the student.

The Task Force believes that learning is a continuous process and that it neither begins nor ends in the classroom. Meritorious service by students to the college or its community should be recognized and recorded on the students' transcript.

G. SPECIAL SERVICES

Few colleges have made provision to adapt their facilities or educational resources to serve those who are physically handicapped. Therefore, the Task Force recommends:

That colleges provide physical arrangements which allow access to college facilities and resources that would facilitate learning for physically handicapped people;
and further,

That the colleges play a catalytic role by assisting the wider community, through appropriate existing agencies to meet the educational needs of persons who are physically or mentally handicapped.

In areas where such services are not available, community colleges should provide educational services designed for agency staff, volunteer workers, and family members who are involved in the education of the handicapped. Such services would be developed and offered in co-operation with the agencies and organizations already involved in this field.

H. ADMISSIONS POLICY

The Task Force noted with interest and approval the existence of flexible, open-door admissions policies in the colleges of British Columbia. To encourage continued accessibility to college educational services, the Task Force recommends that the following general admissions policy be adopted for all British Columbia colleges:

Applicants shall be admitted to colleges, provided they have

(a) graduated from a secondary school, or

(b) left the school system and are capable of profiting by the instruction offered.

Applicants who do not meet these requirements may be admitted under special conditions.

Applicants must still meet the specific entrance requirements and prerequisites for particular courses and programmes.

Since many college programmes attract more applicants than can be accepted, the Task Force recommends:

That where candidates have met the admission requirements, the selection of students for programmes with limited enrolment be made on a first-come, first-served basis.

I. FEE STRUCTURE

The Task Force became aware of inequities in the student fee structure and, therefore, recommends:

That there be a reassessment of the fee structure of the total post-secondary system to ensure equitable treatment in the education system.

J. WORKER EDUCATIONAL LEAVE—ON-SITE STUDY

Worker educational leave legislation, which enables workers to receive leave for educational purposes, is in operation in a number of European countries, including West Germany and France. Action was taken at the 1973 International Labour Organization on paid educational leave and a formal convention or policy for ratification is expected shortly. The leave, with full pay, can be up to several weeks' duration in a recognized educational programme and institution. Both workers and industry gain from such an educational leave or sabbatical, a benefit academics have enjoyed for generations. Such a scheme not only recognizes study as a form of work but also helps to bring the concept of life-long learning a step closer to realization for many more people. The Task Force, therefore, recommends:

That the Department of Education and Department of Labour initiate a feasibility study of worker educational leave for British Columbia.

In Britain, early school leavers or "drop-outs" have the opportunity of returning to part-time study of basic academic and vocational subjects during working-hours in factory classrooms. In Canada, on a smaller scale, the Frontier College has offered after-work learning opportunities in isolated towns and camps. The Task Force recommends:

That the Department of Education, in co-operation with unions and management, study ways of delivering more learning opportunities to people in factories, camps, and other work locations.

K. PROFESSIONAL DEVELOPMENT

The colleges of British Columbia must continually strive to improve the quality of instruction and seek to ensure high standards in their educational endeavours. In a rapidly changing society, the need for college personnel to keep pace with the knowledge explosion and the new technologies is of paramount importance. Professional development can take place in a variety of ways—by further training at appropriate agencies, by returning to industry, by exchanges, and by study-leave. The principle of life-long learning which the colleges should encourage in the community should find expression in college personnel policies. The Task Force recommends:

That each college actively promote the professional development of its members.

The functions of colleges that have been proposed in this report call for persons who have special skills that must be acquired through training and experience if such functions are to be carried out effectively. Several of those functions are new to most colleges in British Columbia, and few programmes are available that prepare people to perform them. However, in this connection the Task Force notes the success of the in-service diploma programme for vocational instructors. Therefore, the Task Force recommends:

That a variety of training programmes be developed to assist present and potential college instructors, staff, and administrators to carry out the new programmes and services described in this report.

L. COLLEGE ASSOCIATIONS

Since there is a need for more co-operation, communication, and exchange of ideas among colleges, the Task Force urges that each college board give serious consideration to supporting the British Columbia Association of Colleges and the Association of Canadian Community Colleges.

M. COLLEGE HIRING POLICY

Special emphasis must be given in the coming years to employing more Canadians in the college system. The Task Force recommends:

That more Canadian citizens be employed within the college system.

During its visits to the colleges, the Task Force became concerned about the fact that very few women are employed in administrative or instructional roles in the colleges and, therefore, recommends:

That a concerted effort be made to establish policies to increase the number of women hired by colleges so that the sex ratio of college personnel at all levels will better reflect the balance between men and women in the labour force.

The Task Force also recommends:

That all college positions be publicly advertised, at least within the Province of British Columbia.

N. BARGAINING RELATIONSHIPS

The *Labour Code of British Columbia Act* covers all employees in the Province, except certain designated employees and others covered by Federal legislation. Provincial Government employees are covered by the *Public Service Labour Relations Act*. Employees of some colleges already are certified for collective bargaining purposes, and this right should be included in a new College Act. Therefore, the Task Force recommends:

That all employees of community colleges be covered by the Labour Code of British Columbia Act.

O. TRANSFER OF PUBLIC SERVICE EMPLOYEES

The Task Force on Melding of Colleges and British Columbia Vocational Schools reported in November of 1973. A transitional clause dealing with the transfer of public service employees should be included in a College Act, taking cognizance of that Task Force's recommendations.

SUMMARY

The Task Force has been privileged to participate in the public process of developing recommendations for college development in British Columbia. Within the broad scope of our terms of reference, the Task Force on Community College has

- given first priority to the provision of college services to all areas of the Province;
- defined the nature and function of community colleges;
- laid the ground work for the creation of a College Act;
- stressed the need for more effective college Government relationships;
- recommended a form of college governance;
- studied college financing;
- suggested means of liaison between colleges and other post-secondary institutions.

V. SUMMARY OF RECOMMENDATIONS

A. PRIORITY

1. That the Department of Education's first priority in post-secondary educational development be the provision of college services in all areas of the Province. (page 13)
2. That the college's highest priority be the provision of learning opportunities throughout the wider community. (page 13)

B. REGIONS

1. That every area of the Province be included in a college region. (page 13)
2. That each college, throughout its region, perform to varying degrees the following functions:
 - Career, Vocational, and Technical Programmes.
 - University and Technological Institute Transfer Programmes.
 - Adult Basic Education Programmes.
 - Adult and Continuing Education Programmes.
 - Community Educational Development Services.
 - Media-communications Services.
 - Programme Evaluation Services.
 - Educational Advisory Services. (page 13)
3. That community college boundaries be based on school district boundaries. (page 14)
4. That there be at least four areas of new college development: Northeastern Region; Northwestern Region; East Kootenay Region; Northern Vancouver Island (see Chapter IV, Section A). (page 14)
5. That a committee be struck forthwith to study the total college system in the Lower Mainland. This committee would assess the desirability of reorganization, and make specific recommendations for the development of smaller and administratively simpler college structures to serve the people of the Lower Mainland. So that there shall be no needless disruption of the continued development of new services, the committee should be required to report by January 1, 1975. (Page 14)

C. FINANCE

1. That 100 per cent funding by the Provincial Treasury of capital costs be continued. (page 14)
2. That a nominal and Provincially uniform student fee structure be established (exception, items in recommendation following). (page 15)
3. That the balance of operating costs be funded by the Provincial Treasury. (page 15)
4. That all education, up to and including Grade XII, be tuition-free to British Columbia residents. (page 15)
5. That the Provincial Government continue to press the Federal Government to increase its contribution to such programmes as English Language Training in order to make them tuition-free. (page 15)
6. That all citizens 65 years of age and older and all those who qualify for Mincome may enrol in any college programme tuition-free. (page 15)
7. That the period of time between initiation of the annual budget to final approval be kept to a minimum, and no longer than six months. (page 15)
8. That the approval of budgets, by the Department of Education, be no later than February 15 for the ensuing fiscal year. (page 15)
9. That the Finance Division of the Department of Education be staffed to provide a more adequate examination of provisional budgets before returning them to colleges for review. (page 15)
10. That the previous year's budget be used only for comparison of courses being maintained, but that new courses or programmes be considered additions to college offerings and so supported by additional budgetary commitments. (page 15)
11. That the budgetary process be sufficiently flexible to allow for drastic changes in enrolment patterns. (page 15)
12. That the Department of Education investigate the feasibility of introducing a modified programme budgeting system for the colleges. (page 15)

D. TERMS

That the following titles be used:

- "College Board" to designate the policy-making body of the college.
- "Principal" to designate the Chief Executive Officer.
- "Bursar" to designate the Chief Financial Officer.
- "Director" to designate senior administrative officers with line responsibilities who report directly to the Principal.
- "Instructor" to designate all those employed in teaching roles. (page 16)

E. COLLEGE GOVERNANCE

1. That colleges be granted corporate status. (page 16)
2. That the college board be responsible for determining policies in the following areas:
 - Provision and maintenance of physical facilities.
 - Appointment of and negotiation with instructional and other staff.
 - Organization, administration, and operation of instructional programmes.
 - Preparation of budgets and administration of finances.
 - All other matters necessary for the benefit and advancement of the college. (page 16)

3. That where conditions so warrant, the Lieutenant-Governor in Council direct a person whom he appoints to make an inquiry into any matter related to the administration or operation of a college. (page 16)

4. That a board of 15 members, two-thirds of whom represent the wider community of that college region and the balance from the internal college community be established. Of the five from the internal college community, the composition be as follows:

Five appointed by the Lieutenant-Governor in Council upon the following elections:

Two students, elected by all students.

Two instructors, elected by all instructors.

One support staff, elected by all support staff.

Five appointed by the Lieutenant-Governor in Council to ensure that the board is representative of socio-economic elements and geographic areas within a region.

Five appointed by the Lieutenant-Governor in Council upon the recommendations of the Board Nominating Committee. (page 17)

5. That appointments be made February 15, effective April 1, to avoid changes on the board during the budget preparation period. (page 18)

6. That a quorum consist of eight members, of whom at least five are from the wider community. (page 18)

7. That an honorarium, per meeting, exclusive of expenses, established by board by-laws, be paid with a maximum annual honorarium not to exceed \$2,000 per member. (page 18)

8. That boards develop a comprehensive programme of orientation and in-service training for board members. (page 18)

9. That each board develop a policy manual. (page 18)

10. That the Department of Education be responsible for the development of a board member's manual, with guidelines for governance. (page 18)

11. That every college board establish, as a minimum, standing committees in the following areas: Finance, Personnel, Programme Development, and Student Services. (page 18)

12. That legislation be introduced in the proposed College Act covering conflict of interest in the areas of collective bargaining and personnel. (page 18)

13. That every college board establish conflict of interest by-laws not covered in the preceding recommendation. (page 18)

14. That all board meetings, except for in-camera sessions, be public and that the date, time, and place of regular meetings be publicized. (page 18)

15. That standing committees on Adult and Continuing Education Programmes, Media-communications Services, Programme Evaluation Services, Educational Advisory Services, and Community Educational Development Services be established and expanded by including membership from their school board and related community groups to act as regional councils or committees. The senior college official responsible in each programme or service area would act as that regional council's or committee's secretary. The chairman would be chosen by participating members. (page 19)

16. That each college have a Chief Executive Officer, who shall be known as Principal, to advise the board on all matters pertaining to the operation of the college, generally supervise the instructional, administrative, and other staff, and perform other associated duties assigned by the board. (page 19)

17. That the Principal, in an ex officio capacity, or his or her designate, shall attend all public meetings of the college and advise the board on all matters pertaining to the operation of the college. (page 19)

18. That the Principal, at the discretion of the board, shall attend in-camera meetings. (page 19)

19. That each college have a Bursar who will keep the accounts of the college, serve as secretary to the college board, and perform other associated duties assigned by the board. (page 19)

20. That, because of the unique position and responsibilities of the Director of Vocational and Trades Training within a college, the appointment of this Director be made in consultation with the Departments of Education and Labour. (page 19)

21. That the college board be responsible for establishing a democratic system of involvement ensuring effective participation in the decision-making process by all elements of the internal college community. (page 20)

F. LIAISON AMONG THE DEPARTMENT OF EDUCATION, COLLEGES, BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, PROVINCIAL VOCATIONAL SCHOOLS, AND UNIVERSITIES.

1. That the first priority of the Department of Education be to strengthen its capacity so that it may respond more effectively to Provincial, regional, and local educational needs. (page 20)

2. That the Minister establish an Advisory Committee on Colleges composed of the chairmen of the college boards or designated college board members. (page 20)

3. That the Department of Education establish a liaison committee, responsible to the Minister of Education, to facilitate communications among the Department, colleges, British Columbia Institute of Technology, Provincial vocational schools, and the universities. The committee should be composed as follows, with members named for two-year terms:

Nominees of the Department of Education.

One nominee from each college named by the college board.

One nominee from British Columbia Institute of Technology named by the Board of Governors of the institute.

One nominee from each university named by the senate.

One nominee from each Provincial vocational school. (page 21)

4. That the colleges play a facilitating role by providing facilities and publicity for those university programmes which the colleges have no responsibility to offer. (page 21)

5. That colleges serve as regional resource and tutorial centres for those engaged in correspondence courses and other independent study programmes offered by other public post-secondary institutions in British Columbia. (page 21)

G. PROVINCIAL MANPOWER POLICY

1. That the development of Career, Vocational, and Technical Programmes be accelerated to provide greater opportunity for training to meet the diverse needs of British Columbia. (page 22)

2. That the Department of Education increase its capacity as soon as possible to give guidance, direction, and support to the colleges in their vocational and trades and industrial training. (page 22)

SPECIAL AREAS OF CONCERN

A. NEW COLLEGE DEVELOPMENT

1. That a new college be developed in the Northeastern Region of British Columbia to serve such centres as Chetwynd, Dawson Creek, Fort Nelson, and Fort St. John. (page 22)
2. That a new college be developed in the Northwestern Region of British Columbia to serve such centres as Kitimat, Prince Rupert, Smithers, Stewart, Terrace, and the Queen Charlotte Islands. (page 23)
3. That a new college be developed in the East Kootenay to serve such centres as Cranbrook, Creston, Fernie, Golden, Invermere, and Kimberley. (page 23)
4. That Selkirk College be maintained as a comprehensive community college. (page 23)
5. That a Kootenay School of Fine and Performing Arts be developed, using facilities to be purchased from Notre Dame of Nelson. (page 23)
6. That a new college be developed in the Northern Vancouver Island Region to serve such centres as Alert Bay, Campbell River, Courtenay-Comox, Gold River, Port Alice, Port Hardy, Port McNeill, and Powell River. (page 24)
7. That the Department of Education immediately hire college developers to assist in the development of new community colleges. (page 24)
8. That a regional Advisory Committee representing a wide range of geographic, socio-economic, and special interest groups be established in each new college region to advise the college developer. (page 24)
9. That local committees be established in the major centres of new college regions to advise the college developer and the regional Advisory Committee. (page 24)
10. That college developers, in consultation with local and regional Advisory Committees, make recommendations by the spring of 1975 about such matters as programme priorities, college staffing, and representation on college boards. (page 24)

College Facilities Development

1. That the college development process provide for the establishment of satellite facilities simultaneously with the growth of core facilities to ensure more equal distribution of educational opportunities. (page 25)
2. That the Department of Education establish policy on optimum college size related to the functions and philosophy of British Columbia's colleges. (page 25)
3. That the budgetary process provide necessary capital funds for the extension or improvement of existing facilities and the replacement or upgrading of obsolete equipment. (page 25)

B. COLLEGE ROLE IN MEDIA-COMMUNICATIONS

1. That the Department of Education, in co-operation with the Provincial Department of Communications and the Library Development Commission evolve an educational media-communications policy. (page 25)
2. That the Provincial Educational Media Centre be responsible for producing, acquiring, and distributing high-cost media materials for schools, institutes, and colleges, and act as the Provincial duplication centre. (page 25)

3. That the Department of Education establish a co-ordinating committee representative of all public educational institutions to set priorities and initiate production and use of learning resource materials. (page 25)

4. That the colleges be given the capacity to produce lower-cost programme materials as well as programmes contracted for by surrounding school boards. (page 25)

5. That programme production priorities in areas unique to the Province related to forestry, fishery, and other special industries be established. (page 25)

6. That suitable materials which can be produced more economically elsewhere be obtained elsewhere. (page 26)

7. That colleges make greater use of free broadcasting facilities guaranteed by the *Canadian Broadcasting Act* on radio, television, and cablevision systems in their regions. (page 26)

8. That colleges be the educational media distribution centres by which surrounding school districts and community education organizations may be served more efficiently and effectively. (page 26)

9. That the Department of Education provide funding for pilot projects to develop regional college and school board educational-communication systems. (page 26)

10. That a Government-funded courier service be developed for distribution of educational materials such as film, video tapes, and books. (page 26)

11. That the use of community colleges as regional distribution centres for such a system be studied. (page 26)

12. That a policy of citizen access whereby community educational groups would receive free and reasonable access to educational resources be developed. (page 26)

13. That the Department of Education co-operate fully with the Library Development Commission to study the possibility of articulating college resource services with public libraries. (page 26)

14. That the Department and the Commission study the possibility of using public libraries for continuing education. (page 26)

15. That the Department of Education, in co-operation with the Department of Communications develop a Provincial telecommunications and computer policy to maximize use of costly equipment. (page 27)

C. CONTINUING EDUCATION

1. That a Provincial Continuing Education Advisory Committee be established to advise the Department of Education on the needs for continuing education. (page 27)

2. That a Provincial Interdepartmental Continuing Education Committee be established and that a senior administrator of the Department of Education responsible for continuing education be the chairman of this committee. (page 27)

3. That community colleges become the public agency responsible for the funding, provision, and (or) co-ordination of adult and continuing education in each college region. (page 27)

4. That facilities which are owned by separate tax-supported agencies be shared on a free basis except for direct costs incurred from their increased utilization. (page 28)

5. That each college board establish an expanded standing committee to serve as the Regional Continuing Education Council. (page 28)

6. That the Department of Education provide grants on a *per capita* basis and that the *per capita* unit vary according to the realistic needs of college regions and thus reflect geographic, population, and socio-economic conditions. (page 28)

D. COMMUNITY EDUCATIONAL DEVELOPMENT SERVICES

1. That a Community Educational Development Service capacity be established with staff directly responsible to an expanded standing committee of the college board to act as a regional Community Educational Development Council. (page 28)

2. That the Department of Education establish a project fund and allow Community Educational Development Councils to apply directly to the Department for special community educational development grants on a project proposal basis. (page 29)

3. That the Department of Education provide funds which will allow Community Educational Development Councils to maintain continuous Community Educational Development Services as part of their regular budgets. (page 29)

E. STUDENT SERVICES

1. That the Department of Education develop policies dealing with essential and desirable student services. In evolving such policies, the Department should consider financial aid, housing, child care, food services, study skills programmes, health services, athletics, recreation, transportation, and Educational Advisory Services. (page 29)

2. That colleges ensure an integrated approach to student services, and make provision for increased funding, staffing, and facilities for these services. (page 29)

3. That a comprehensive financial aid programme of loans and grants be periodically reviewed and continually expanded so that no student is denied education through lack of funds. (page 29)

4. That the Department of Education, in co-operation with the appropriate Government departments and agencies, provide adequate student accommodation to meet the needs of married and single students, and students with children, taking long-term and short-term programmes. (page 30)

5. That, generally, student accommodation not be separated from that of people in other social roles and that a general policy of mixed student-community accommodation be followed. (page 30)

6. That college boards ensure that adequate transportation services exist for students who live within a community where there are college facilities. (page 30)

7. That the Department of Education and the college boards actively support students in their attempts to receive reduced rates and more adequate services from the public transportation agencies where such agencies are available. (page 30)

8. That the Department of Education establish policies whereby travel and living allowances are available to full-time students living beyond commuting distance of college facilities. (page 30)

9. That each college provide child-care facilities to meet the needs of part-time and full-time students at core and satellite facilities. (page 30)

10. That college boards be responsible for the quality of food and adequacy of service. (page 30)

F. STUDENT/ COLLEGE RELATIONS

1. That the College Act include the provision that college boards establish by-laws pertaining to student relationships with the college in such areas as
assembly and association,
use of available college facilities,
appeal procedures,
establishment and control of expenditure of their activity fees. (page 31)
2. That colleges co-operate to standardize their grading systems. (page 31)
3. That information in student files be considered private information to be made available to those outside the college only with the consent of the student. (page 31)

G. SPECIAL SERVICES

1. That colleges provide physical arrangements which allow access to college facilities and resources that would facilitate learning for physically handicapped people. (page 31)
2. That the colleges play a catalytic role by assisting the wider community, through appropriate existing agencies, to meet the educational needs of persons who are physically or mentally handicapped. (page 31)

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(a) graduated from a secondary school, or
(b) left the school system and are capable of profiting by the instruction offered. (page 31)
2. Applicants who do not meet these requirements may be admitted under special conditions. (page 32)
3. Applicants must still meet the specific entrance requirements and prerequisites for particular courses and programmes. (page 32)
4. That where candidates have met the admission requirements, the selection of students for programmes with limited enrolment be made on a first-come, first-served basis. (page 32)

I. FEE STRUCTURE

That there be a reassessment of the fee structure of the total post-secondary system to ensure equitable treatment in the education system. (page 32)

J. WORKER EDUCATIONAL—ON-SITE EDUCATION

1. That the Department of Education and Department of Labour initiate a feasibility study of worker educational leave for British Columbia. (page 32)
2. That the Department of Education, in co-operation with unions and management, study ways of delivering more learning opportunities to people in factories, camps, and other work locations. (page 32)

K. PROFESSIONAL DEVELOPMENT

1. That each college actively promote the professional development of its members. (page 32)

2. That a variety of training programmes be developed to assist present and potential college instructors, staff, and administrators to carry out the new programmes and services described in this report. (page 33)

M. COLLEGE HIRING POLICY

1. That more Canadian citizens be employed within the college system. (page 33)

2. That a concerted effort be made to establish policies to increase the number of women hired by colleges so that the sex ratio of college personnel at all levels will better reflect the balance between men and women in the labour force. (page 33)

3. That all college positions be publicly advertised, at least within the Province of British Columbia. (page 33)

N. BARGAINING RELATIONSHIPS

That all employees of community colleges be covered by the *Labour Code of British Columbia Act*. (page 33)

VI. APPENDIXES

- A. Map and Table of Present and Proposed College Regions and Lists of School Districts.
- B. Sites of May Hearings.
- C. List of Briefs and Letters Received Regarding the Working Paper.

APPENDIX A. MAP AND TABLE OF PRESENT AND PROPOSED COLLEGE REGIONS AND LIST OF SCHOOL DISTRICTS

Explanatory Note

The map shows the college regions recommended by the Task Force. Included within their boundaries are the school districts that either lie close to or are contiguous with the most easily accessible college with a similar rural or urban nature.

The Task Force working paper identified school districts where residents were given the opportunity to decide which college region they wished to join. Upon the basis of the May hearings, the Task Force proposes that

- No. 13 (Kettle Valley) be part of the Selkirk College Region;
- No. 17 (Princeton) be part of the Okanagan College Region;
- No. 49 (Ocean Falls) be part of the Cariboo College Region;
- No. 54 (Smithers) be part of the Northwestern College Region.

The latter district is presently part of the College of New Caledonia Region. However, once a college to serve northwestern British Columbia is established, the residents of School District No. 54 (Smithers) may find those new college facilities and services more accessible.

If the Task Force recommendations regarding 100 per cent Provincial funding are accepted, prospective college students whose educational needs cannot be met in their regional college could enrol, without payment of out-of-region fee, in a nearby college which could meet their needs. Prior to designation of college regions, the school boards of the four above-mentioned districts should be given another opportunity to express their wishes.

The Task Force realizes that school district boundaries are subject to change periodically and that college regions will be revised accordingly.

In addition, transportation patterns will change. For example, School District No. 87 (Stikine) is presently served from the Fort Nelson area and is therefore included in the North-eastern College Region. With completion of a road system in the northwestern area, the Stikine district may be better served by the northwestern college.

APPENDIX A-1

MAP OF PROPOSED COLLEGE REGIONS



APPENDIX A-2

PRESENT AND PROPOSED COLLEGE REGIONS

College	Grade XII Enrolment, 1971-72	Population, 1971 Census	School Districts
1. Vancouver Community	5,072	429,792	39
2. Douglas	8,768	522,974	35, 36, 37, 38, 40, 41, 42, 43
3. Capilano	2,605	145,630	44, 45, 46, 48
4. Upper Fraser Valley	1,584	88,576	32, 33, 34, 75, 76
5. Camosun	3,055	203,587	61, 62, 63, 64
6. Malaspina	1,914	114,898	65, 66, 68, 69, 70
7. Northeastern ¹	648	43,255	59, 60, 81, 87
8. East Kootenay ¹	856	57,514	1, 2, 3, 4, 18, 86
9. Selkirk	1,219	64,539	7, 9, 10, 11, 12, 13
10. Okanagan	2,345	149,106	14, 15, 16, 17, 19, 21, 22, 23, 77, 89
11. Cariboo	1,497	99,730	24, 26, 27, 29, 30, 31, 49
12. Northwestern ¹	819	63,609	50, 52, 54, 80, 88, 92, Kemano
13. Northern Vancouver Island ¹	1,208	73,822	47, 71, 72, 84, 85
14. New Caledonia	1,368	95,468	28, 55, 56, 57
Totals	32,978	2,152,500	

¹ Proposed colleges.

APPENDIX A-3

BRITISH COLUMBIA SCHOOL DISTRICTS

- | | |
|-----------------------------|-----------------------------|
| 1. Fernie. | 44. North Vancouver. |
| 2. Cranbrook. | 45. West Vancouver. |
| 3. Kimberley. | 46. Sechelt. |
| 4. Windermere. | 47. Powell River. |
| 7. Nelson. | 48. Howe Sound. |
| 9. Castlegar. | 49. Ocean Falls. |
| 10. Arrow Lakes. | 50. Queen Charlotte. |
| 11. Trail. | 52. Prince Rupert. |
| 12. Grand Forks. | 54. Smithers. |
| 13. Kettle Valley. | 55. Burns Lake. |
| 14. Southern Okanagan. | 56. Nechako. |
| 15. Penticton. | 57. Prince George. |
| 16. Keremeos. | 59. Peace River South. |
| 17. Princeton. | 60. Peace River North. |
| 18. Golden. | 61. Greater Victoria. |
| 19. Revelstoke. | 62. Sooke. |
| 21. Armstrong-Spallumcheen. | 63. Saanich. |
| 22. Vernon. | 64. Gulf Islands. |
| 23. Central Okanagan. | 65. Cowichan. |
| 24. Kamloops. | 66. Lake Cowichan. |
| 26. North Thompson. | 68. Nanaimo. |
| 27. Cariboo-Chilcotin. | 69. Qualicum. |
| 28. Quesnel. | 70. Alberni. |
| 29. Lillooet. | 71. Courtenay. |
| 30. South Cariboo. | 72. Campbell River. |
| 31. Merritt. | 75. Mission. |
| 32. Hope. | 76. Agassiz-Harrison. |
| 33. Chilliwack. | 77. Summerland. |
| 34. Abbotsford. | 80. Kitimat. |
| 35. Langley. | 81. Fort Nelson. |
| 36. Surrey. | 84. Vancouver Island West. |
| 37. Delta. | 85. Vancouver Island North. |
| 38. Richmond. | 86. Creston-Kaslo. |
| 39. Vancouver. | 87. Stikine. |
| 40. New Westminster. | 88. Skeena-Cassiar. |
| 41. Burnaby. | 89. Shuswap. |
| 42. Maple Ridge. | 92. Nishga. |
| 43. Coquitlam. | |

APPENDIX A-4

COLLEGES SHOWING PARTICIPATING SCHOOL DISTRICTS

Vancouver Community College	No. 39 (Vancouver).
Douglas College	No. 35 (Langley).
	No. 36 (Surrey).
	No. 37 (Delta).
	No. 38 (Richmond).
	No. 40 (New Westminster).
	No. 41 (Burnaby).
	No. 42 (Maple Ridge).
	No. 43 (Coquitlam).
Capilano College	No. 44 (North Vancouver).
	No. 45 (West Vancouver).
	No. 48 (Howe Sound).
Camosun College	No. 61 (Greater Victoria).
Malaspina College	No. 65 (Cowichan).
	No. 66 (Lake Cowichan).
	No. 68 (Nanaimo).
	No. 69 (Qualicum).
Selkirk College	No. 7 (Nelson).
	No. 9 (Castlegar).
	No. 10 (Arrow Lakes).
	No. 11 (Trail).
	No. 12 (Grand Forks).
Okanagan College	No. 14 (Southern Okanagan).
	No. 15 (Penticton).
	No. 16 (Keremeos).
	No. 19 (Revelstoke).
	No. 21 (Armstrong-Spallumcheen).
	No. 22 (Vernon).
	No. 23 (Central Okanagan).
	No. 77 (Summerland).
	No. 89 (Shuswap).
Cariboo College	No. 24 (Kamloops).
	No. 26 (North Thompson).
	No. 27 (Cariboo-Chilcotin).
	No. 29 (Lillooet).
	No. 30 (South Cariboo).
College of New Caledonia	No. 54 (Smithers).
	No. 55 (Burns Lake).
	No. 56 (Nechako).
	No. 57 (Prince George).
Upper Fraser Valley College	No. 32 (Hope).
	No. 33 (Chilliwack).
	No. 34 (Abbotsford).
	No. 75 (Mission).
	No. 76 (Agassiz-Harrison).

APPENDIX B. SITES OF MAY HEARINGS

ISLAND COAST TEAM

May 6	Nanaimo	11.00 a.m.	Malaspina College.
	Nanaimo	3.00 p.m.	Malaspina College.
	Nanaimo	7.30 p.m.	Nanaimo Senior Secondary School.
7	Port Alberni	2.00 p.m.	Neill Junior Secondary School.
	Port Alberni	7.30 p.m.	Neill Junior Secondary School.
8	Port Hardy	12 noon	Community Hall.
	Campbell River	4.00 p.m.	Discovery Inn.
	Campbell River	7.30 p.m.	Discovery Inn.
9	Comox	2.00 p.m.	Comox Elementary School.
	Courtenay	7.30 p.m.	Courtenay Junior Secondary School.
10	Powell River	2.00 p.m.	Municipal Hall.
	Powell River	7.30 p.m.	Municipal Hall.
May 13	Bella Coola	7.30 p.m.	Secondary School.
14	Ocean Falls	7.30 p.m.	Secondary School.
15	Prince Rupert	4.00 p.m.	Senior Secondary School.
	Prince Rupert	7.30 p.m.	Senior Secondary School.
16	Queen Charlotte City	7.30 p.m.	Elementary-Junior School.
17	Masset	7.30 p.m.	Secondary School.
May 21	Terrace	10.00 a.m.	Vocational School.
	Terrace	7.30 p.m.	Senior Secondary School.
22	Kitimat	10.00 a.m.	Anglican Church Hall.
	Kitimat	7.30 p.m.	Nechako Elementary School.
23	Hazelton	2.00 p.m.	Secondary School.
	Smithers	7.30 p.m.	Secondary School.
May 27	Duncan	10.00 a.m.	Senior Secondary School.
	Victoria	2.00 p.m.	Camosun College.
	Victoria	7.30 p.m.	Camosun College.

NORTH-INTERIOR TEAM

May 6	Merritt	1.00 p.m.	Elementary School.
	Princeton	8.00 p.m.	Elementary School.
7	Ashcroft	1.00 p.m.	Secondary School.
	Lillooet	8.00 p.m.	Secondary School.
8	Kamloops	1.00 p.m.	Cariboo College.
	Kamloops	8.00 p.m.	Junior Secondary School.
9	Williams Lake	1.00 p.m.	Education Centre.
	Quesnel	8.00 p.m.	Senior Secondary School.
10	Prince George	1.00 p.m.	College of New Caledonia.
	Prince George	8.00 p.m.	Senior Secondary School.
May 13	Burns Lake	8.00 p.m.	Secondary School.
14	Vanderhoof	8.00 p.m.	Secondary School.
15	Chetwynd	8.00 p.m.	Elementary-Secondary School.
16	Dawson Creek	1.00 p.m.	Vocational School.
	Dawson Creek	8.00 p.m.	Senior Secondary School.
17	Fort Nelson	4.00 p.m.	Elementary School.
	Fort St. John	8.00 p.m.	Secondary School.

KOOTENAYS-OKANAGAN TEAM

May 6	Revelstoke	2.00 p.m.	Okanagan College.
	Golden	8.00 p.m.	Secondary School.
7	Fernie	8.00 p.m.	Secondary School.
8	Kimberley	2.00 p.m.	Centennial Hall.
	Cranbrook	8.00 p.m.	Secondary School.
9	Creston	8.00 p.m.	Secondary School.
10	Nelson	2.00 p.m.	Vocational School.
	Nelson	8.00 p.m.	Junior Secondary School.
May 13	Castlegar	10.00 a.m.	Selkirk College.
	Castlegar	2.00 p.m.	Selkirk College.
	Trail	8.00 p.m.	Junior Secondary School.
14	Grand Forks	10.00 a.m.	Secondary School.
	Osoyoos	2.00 p.m.	Elementary School.
	Oliver	8.00 p.m.	Secondary School.
15	Penticton	2.00 p.m.	Secondary School.
	Penticton	8.00 p.m.	Secondary School.
16	Kelowna	10.00 a.m.	Okanagan College.
	Kelowna	2.00 p.m.	Okanagan College.
	Vernon	8.00 p.m.	Senior Secondary School.
17	Vernon	10.00 a.m.	Okanagan College.
	Salmon Arm	2.00 p.m.	Okanagan College.
	Salmon Arm	8.00 p.m.	Junior Secondary School.

LOWER MAINLAND TEAM

May 21	Langley	8.00 p.m.	Junior Secondary School.
	Haney	8.00 p.m.	Junior Secondary School.
	Maple Ridge	8.00 p.m.	Junior Secondary School.
22	Richmond	10.00 a.m.	Douglas College.
	Richmond	2.00 p.m.	Douglas College.
	Richmond	8.00 p.m.	Junior Secondary School.
	New Westminster	10.00 a.m.	Douglas College.
	New Westminster	2.00 p.m.	Douglas College.
	New Westminster	8.00 p.m.	Secondary School.
	Surrey	10.00 a.m.	Douglas College.
	Surrey	2.00 p.m.	Douglas College.
	Surrey	8.00 p.m.	Queen Elizabeth Secondary School.
23	Burnaby North	8.00 p.m.	Burnaby Heights Secondary School.
	Burnaby South	8.00 p.m.	Burnaby South Senior Secondary.
	Coquitlam	8.00 p.m.	Centennial Secondary School.
24	North Vancouver	10.00 a.m.	Capilano College.
	North Vancouver	2.00 p.m.	Capilano College.
	North Vancouver	8.00 p.m.	Carson Graham Secondary School.
	Delta	8.00 p.m.	Municipal Hall.
May 27	Vancouver	10.00 a.m.	Vancouver Community College.
	Vancouver	2.00 p.m.	Vancouver Community College.
	Vancouver	10.00 a.m.	Vancouver Community College.
	Vancouver	2.00 p.m.	Vancouver Community College.
	Vancouver	10.00 a.m.	Vancouver Community College.
	Vancouver	2.00 p.m.	Vancouver Community College.
	Vancouver East	8.00 p.m.	Gladstone Secondary School.
	Vancouver South	8.00 p.m.	Thompson Secondary School.
	Vancouver West	8.00 p.m.	Prince of Wales Secondary School.
May 28	Provincial Hearings	10.00 a.m.	Vancouver Public Library. ¹
	Provincial Hearings	2.00 p.m.	Vancouver Public Library. ¹
29	Provincial Hearings	10.00 a.m.	Vancouver Public Library. ¹
	Provincial Hearings	2.00 p.m.	Vancouver Public Library. ¹
30	Provincial Hearings	10.00 a.m.	Vancouver Public Library. ¹
	Provincial Hearings	2.00 p.m.	Vancouver Public Library. ¹
June 3	Atlin	8.00 p.m.	Elementary Junior Secondary School.

¹ Room 301, 750 Burrard Street.

APPENDIX C. LISTS OF BRIEFS AND LETTERS RECEIVED REGARDING THE WORKING PAPER

BRIEFS

Alberni Valley University Women's Club.
 Behr, P. (Powell River).
 British Columbia Association of Continuing Education Administrators (R. Bowcott).
 British Columbia Association of Continuing Education Administrators (D. McKinnon, Surrey School District).
 British Columbia Association of Non-Status Indians.
 British Columbia Association of Student Unions.
 British Columbia Government Employees' Union (Victoria sublocal of Local 2).
 British Columbia Institute of Technology (D. H. Goard, Principal).
 Burnaby Chamber of Commerce (G. Nikolai, President).
 Camosun College Council.
 Canadian Association of Smelter and Allied Workers (Kitimat).
 Canning, R. G., Editor, *E.D.P. Analyzer*.
 Capilano College Staff Association.
 Cariboo College Council (C. Branchflower).
 Cariboo College Department of Student Services and College Affairs.
 Cassidy, Dr. F. (Hazelton).
 City of Kimberley (Alderman W. K. McRae).
 City of Kimberley (Mayor J. E. Ogilvy).
 City of Port Alberni (Alderman A. Chiko).
 College Faculties Federation of British Columbia.
 Community Education Development (S. Levitan).
 Crawford Bay and Riondel interested residents.
 Davis, G. (North Peace).
 Dawson Creek Lions Club.
 Dennison, Prof. J. D., Faculty of Education, University of British Columbia.
 Douglas College (R. W. Caulfield, Admissions Supervisor).
 Douglas College Child Care Society.
 Douglas College (J. Gresko, Instructor).
 Douglas College Staff Association (E. D. Lincicum, President).
 Douglas College Principal's Council.
 Drew, Mrs. M. E. (Nelson).
 Dwyer, F. (Administrative Assistant, College of New Caledonia).
 East Kootenay Post-secondary Education Committee (R. Powell, Chairman).
 Fort St. John (G. Davis, delegate).
 Fuccillo, J. (Instructor, College of New Rochelle, New York City, U.S.A.).
 Griffiths, Capt. R. W., Base Personnel Selection and Individual Training Officer (CFB Comox).
 Hamilton, J. D. (Selkirk College).
 Hobson, J. D.
 Instructional Administrators (British Columbia Community Colleges and British Columbia Institute of Technology).
 Kelowna Status of Women (D. McMillan).
 Kitimat Principals and Vice-Principals Association (J. M. Brown).
 Malaspina College Council.
 Malaspina College Faculty Association.
 Marysville Parent-Teacher Association (Mrs. M. Lowe, President).
 McTaggart-Cowan, Dr. I. (Chairman, Academic Board for Higher Education).
 N.D.P. Education Policy Committee.
 Nanaimo University Women's Club (The Education Committee).
 Naramata Centre for Continuing Education.
 New Westminster School Board.
 Nimpkish Band Council, Alert Bay.
 Okanagan College Faculty, Salmon Arm Centre.
 Okanagan College, Osoyoos Centre, Community Education Division, Agricultural Committee.
 Penticton Arts Council.
 Port Alberni and District Labour Council (N. M. McMillan, Secretary-Treasurer).
 Prince George and District Labour Council (C. H. Webb).
 Public Assembly of Community Education (PACE), Powell River.

BRIEFS—Continued

Raffle, A. V. (New Westminster).
Rossander, M. (Powell River).
Schiesser, Mrs. C. (Director for Area "A", Columbia-Shuswap Regional District).
School District No. 1 (Fernie) Board of School Trustees.
School District No. 17 (Penticton) Board of School Trustees.
School District No. 28 (Quesnel) Board of School Trustees.
School District No. 41 (Burnaby) Board of School Trustees.
School District No. 43 (Coquitlam) Board of School Trustees.
School District No. 44 (North Vancouver) Board of School Trustees.
School District No. 47 (Powell River) Board of School Trustees.
School District No. 52 (Prince Rupert) Board of School Trustees.
School District No. 70 (Alberni) Board of School Trustees.
School District No. 71 (Courtenay) Board of School Trustees.
School District No. 72 (Campbell River) Board of School Trustees.
School District No. 84 (Vancouver Island West) Board of School Trustees.
School District No. 86 (Creston-Kaslo) Board of School Trustees.
Shumuk, Ivan, millworker (Port Alberni).
Singleton, Mr. and Mrs. M. (Nelson).
Society of Engineering Technologists of British Columbia.
Society of Vocational Instructors (Dawson Creek).
Stockholder, F. A. (Assistant Professor of English, University of British Columbia).
Trinity Western College (R. N. Thompson, Vice-President, Langley).
Vancouver Community College Administrators.
Vancouver Community College, British Columbia Colleges Audiovisual and Librarians' Association (B. McLean).
Vancouver Community College (Dr. T. J. Gilligan, Executive Offices).
Vancouver Community College Instructional Administrators of the British Columbia Community Colleges.
Vancouver Community College Council (Mrs. V. E. Beirnes, J. Goard).
Vancouver Island Piping Industry Joint Training Committee.
Vancouver Learning Exchange (Dr. S. Arbess, Co-ordinator).
Vocational Administrators Conference (G. Cooke, delegate).
Wilson, J. G. (Prince George).

LETTERS

Beetz, Mrs. C. (Port Alberni).
Beingessner, L. E. (School District No. 10 (Arrow Lakes)).
Bennie, V. O. (Port Coquitlam).
Brown, J. M. (Mount Elizabeth Secondary School, Kitimat).
Bryant, W. (Smithers).
Ceresney, Dr. F. (Chairman, Douglas College Council).
Chambers, Mrs. E. (Port Coquitlam).
Cole, Ms. S. M. (Powell River).
Crane, J. M. (Victoria).
DeWolf, T. W. (Kelowna Status of Women, Chairperson).
Edward, A. M. (Port Coquitlam).
Fraser, D. (Osoyoos).
Girou, Mrs. E. C. (Port Coquitlam).
Goede, Dr. W. (Cariboo College).
Gowans, J. R. (Principal, Port Coquitlam Junior-Senior Secondary School).
Hall, N. M. (Vancouver).
Hartford, G. (Vice-Chairman, Dawson Creek Area Resources Society).
Janzen, V. (Indian and Northern Affairs, Nanaimo).
Johnson, S. G. (Union of British Columbia Indian Chiefs, Vancouver).
Johnston, I. C. (College of New Caledonia).
Lee, Dr. R. E. M. (Chairman of Steering Committee, School District No. 88 (Skeena-Cassiar)).
Lyon, R. G. (School District No. 70 (Alberni)).
McDell, B. G. (Administrative Assistant, Continuing Education, School District No. 43 (Coquitlam)).
McDonnell, B. (Chairman, Board of School Trustees, School District No. 11 (Trail)).
Malaspina College Vocational Division.

LETTERS--Continued

Manders, Cmdr. D. (Canadian Power Squadrons).
Mansbridge, J. (College Librarian, Selkirk College).
Marsh, Dr. L. (Vancouver).
Mason, Mrs. J. (Castlegar).
Mills, R. (Secretary-Treasurer, Board of School Trustees, School District No. 71 (Courtenay)).
Neaves, O. E. (Bursar, Malaspina College).
Postma, J. F. A. (Richmond).
Preston, N. (Victoria).
Ratcliffe, J. C. (Trustee, School District No. 3 (Kimberley)).
Reid, D. I. (Secretary-Treasurer, Board of School Trustees, Powell River).
Rowe, E. T. W. (Instructor, Camosun College).
Samis, Mrs. A. (Port Alberni).
Sanford, K. M.L.A. (Comox).
Sayle, L. (Executive Secretary, United Nations Association in Canada, Vancouver).

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LOS ANGELES

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